

**Virginia Department of Education
School Division/LEA ARP ESSER Spending Plan**

Introduction

On October 24, 2022, Governor Glenn Youngkin and state education leaders presented to the public a [summary](#) of the 2022 National Assessment of Education Progress data for Virginia. The data indicate that Virginia had the most significant declines in reading and mathematics in the nation. [Our Commitment to Virginia's Children](#) is a seven step action plan to reverse the downward path of declining achievement and ensure that all children in Virginia have the tools and support structure to get back on track.

In Action Seven of the action plan, Governor Youngkin challenges school divisions to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning like: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses. Action Seven also directs the State Superintendent of Public Instruction to require all school divisions to reengage the public in consultation and to update their American Rescue Plan (ARP) ESSER spending plans, as initially required by federal regulation, by December 31, 2022.

To meet the requirement to update the ARP ESSER spending plan, each school division/Local Educational Agency (LEA) must complete all sections of this template. The completed template must be made publicly available on the LEA website by December 31, 2022. The Office of Federal Pandemic Relief Programs will monitor the public posting of updated plans on LEA websites and the alignment of updated plans with LEAs' applications for ARP ESSER funds. Questions about this template should be directed to vdoefederalrelief@doe.virginia.gov.

Section 1: General Information

- A. School Division/LEA Name Floyd County Public Schools
- B. Division Number 031
- C. Contact Name Jessica Cromer
- D. Contact Email cromerj@floyd.k12.va.us
- E. Contact Phone # 540-745-9400

- F. Amount of ARP ESSER funding allocated to LEA 3,690,232.85

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL) <https://www.floyd.k12.va.us/Page/3018>

- B. Describe how the plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, will be orally translated for parents with limited English proficiency.

The plan may be orally translated in Spanish for parents. Contact Dr. John Wheeler, Division Superintendent to request translation.

- C. Describe how the plan will be provided upon request in an alternative accessible format to a parent who is an individual with a disability

Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting Dr. John Wheeler, Division Superintendent.

Section 3: Opportunity for Public Comment

- A. Describe how the LEA provided the public the opportunity to provide input on the updated ARP ESSER spending plan since initial submission in August 2021, with emphasis on the 2022-2023 school year.

FCPS has gathered public input at public hearings prior to monthly School Board meetings every six months as required.

- B. Describe how the LEA took public input since August 2021 into account

All public input is taken into consideration and discussed at our six month reviews.

Section 4: Consultation with Stakeholders

Describe how the LEA consulted with each stakeholder group below. If a stakeholder group is not present in the LEA, indicate Not Applicable in the description of consultation conducted. If the LEA conducted a survey as a consultation method, provide a summary of the survey results as an Appendix to this spending plan.

FCPS consulted with stakeholders, including: students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, and their unions. Dr. John Wheeler attends faculty meetings at each school throughout the school year with the purpose of providing information on ESSER funds for discussion and informing staff to send any suggestions to himself or the administration team.

ESSER and CARES funding opportunities were published in the local paper when first announced and public comment is available at each monthly school board meeting. The Director of Special Education, Homeless and Foster Care Coordinator, Director of Federal Programs, Assessment, Literacy and English Learners are continuously involved in providing input into needs for our special populations and consulting with the staff and families they serve on the use of funding.

We collaborate with our local governing organization and the Floyd County Economic Development Authority on the use of the funds to support disadvantaged families in our community including disabled children and adults. The Director of Special Education, Homeless and Foster Care Coordinator, Director of Federal Programs, Assessment, Literacy and English Learners are continuously involved in providing input into needs for our special populations and consulting with the staff and families they serve on the use of funding. This is an ongoing process as we continue to encourage individuals to reach out to us.

Section 5: Addressing Learning Loss (recommended to be 100% of an LEA's remaining allocation and must be at least 20% of an LEA's allocation per federal statute)

Section 2001(e)(1) of the ARP Act requires each LEA to use *at least* twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. **Governor's Challenge:** in Action Seven of [Our Commitment to Virginia's Children](#), Governor Youngkin challenges LEAs to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning, such as: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses.

- A. Describe how the LEA identified learning loss, including among student groups most likely to have experienced the impact of lost instructional time such as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Floyd County Public Schools will address unfinished learning by funding two specialized teacher positions and improving access to learning in classrooms through sound amplification systems and interactive displays.

The first position being funded with ESSER III funds is a Secondary Literacy Coach. FCPS data show a decline in student reading performance as a result of the COVID-19 pandemic. In particular, students in grades six through eight are missing critical comprehension skills that can be supported by adding a literacy coach. The division has identified this as a need through analysis of student performance data.

The addition of a Secondary Literacy Coach will provide targeted support to our secondary English teachers in the analysis of student performance data, differentiation of content and alignment of instruction to the standards. This would build teacher capacity to provide high quality instruction to all students and address unfinished learning caused by the pandemic.

FCPS will also utilize ESSER III funds to add a Special Education Teacher. Due to the pandemic our youngest students have had fewer opportunities for social interaction and for learning social and behavioral skills needed to be successful in the school environment. Characteristics of students with autism include marked impairments in use and understanding of nonverbal

behaviors, impairment in social interaction, impairments in communication, and restricted, repetitive and stereotyped patterns of behavior, interests, and activities. Furthermore, students with autism or students who have not had a supportive environment in their early years, require targeted instruction to learn skills and coping strategies to address those needs. These students require interventions and direct instruction for learning skills that a typical learner will naturally acquire. An additional teacher is needed to provide targeted instruction in these areas.

ESSER III funds will also help address unfinished learning by improving the access to learning in our classrooms. FCPS will purchase interactive SMART displays and sound projection systems for classrooms currently without the technology. The SMART display will allow students to interact with their content at a deeper level than just a screen projection. Students can connect their device to share their screen and access video conferencing. The displays also come standard with the SMART software package that houses interactive teaching tools and whiteboard activities for every grade and subject area.

The audio systems will assist students in accessing the teacher's spoken word in the classroom. In a typical K-12 classroom, the teacher's voice is barely 5 decibels louder than surrounding noise so only those children closest to the teacher can get the most information with the least amount of effort. These systems will help increase students' access to content which can lead to increased engagement, greater student achievement, and more effective classroom management.

- B. Provide a detailed description of how the LEA used or will use the funds it reserves to implement evidence-based interventions to address learning loss.

As detailed above, FCPS used funds to add two positions that support reading achievement and students with special needs.

- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed.

FCPS regularly examines student achievement data through monthly grade level, PLC, and leadership meetings. We utilize benchmarks and resources from the Comprehensive Instructional Program (CIP) to regularly dissect student progress leading up to the summative Standards of Learning Assessments in May.

- D. Amount of ARP ESSER funds to address learning loss is \$738,046.57.

Section 6: Other Uses of Funds

Section 2001(e)(2) of the ARP Act permits LEAs to use the ARP ESSER III funds not reserved to address learning loss to address needs arising from or exacerbated by the COVID-19 pandemic. Generally, allowable ESSER activities must meet the guidelines below.

- The use of funds must be intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students;
- The use of funds must fall under one of the authorized uses of ESSER funds; and
- The use of funds must be permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200). In particular, the use of funds must be deemed necessary and reasonable for the performance of the ESSER award.

- A. Describe how the LEA used or will use funds to support teacher and staff retention and recruitment strategies.

(FCPS did not utilize funds to support teacher and staff retention.)

- a. Total number of new staff hired with ARP ESSER funds
- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024

- B. Describe the extent to which the LEA used or will use ARP ESSER funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning.

Floyd County Public Schools is focused on providing a clean and healthy learning and working environment for all students and staff across all of our facilities. Funds will be used to allow for ample materials and supplies to clean, disinfect and sanitize all high touch surfaces, classrooms, school buses, restrooms, common spaces, food service areas, etc. throughout all facilities.

- C. If the LEA used or will use ARP ESSER funds for HVAC, renovation, or other capital projects, describe each project, including whether the LEAs has requested and received [approval](#) for the project.

Understanding the importance of having proper indoor air quality and ventilation, all facilities will have new HVAC air handler systems and bi-polar ionization air cleaners installed. This installation will help improve indoor air quality, air flow and ventilation to reduce the risk of virus transmission throughout the facilities. This installation will also help better regulate temperature and humidity to help with safety and comfort.

D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below.

(Not applicable)

E. Amount of ARP ESSER funds for the uses above (A. through D.) \$2,952,186.28

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	FY22 FY23 FY24 Secondary Literacy Coach FY22 FY23 FY24 Special Ed Teacher Salary and Benefits	YES	409,083.12	409,083.12	163,724.74	245,358.38
HVAC/Renovation/Capital Projects	HVAC renovations and upgrades labor only; Air handlers, bi-polar ionization, damper actuators, building automation system service	NO	1,491,639.80	1,491,639.80	1,344,263.15	147,376.65
Other	Clean, disinfect, refinish division gym floors	NO	8,960.00	8960.00	8960.00	0.00
Other	Interactive Smartboards	YES	170,540.77	170,540.77	149,435.00	21,105.77
Other	Interactive Smartboards Interactive Carts	YES	23,120.00	23,120.00	18,785.00	4,335.00
Other	Front Row class whole microphone system	YES	137,923.45	137,923.45	0.00	137,923.45
Other	Cleaning, disinfecting and Sanitizing supplies	NO	206,429.56	206,429.56	0.00	206,429.56
Other	Windows Laptops	NO	49,197.00	49,197.00	47,680.20	1,516.80
Other	Touchless Water Dispensers	NO	87,567.92	87,567.92	87,567.92	0.00
HVAC/Renovation/Capital Projects	Building automation service- materials only	NO	10,530.00	10,530.00	10,530.00	0.00
HVAC/Renovation/Capital Projects	HVAC renovations and upgrades materials only; air handlers, bi-polar ionization, damper actuators	NO	1,097,862.00	1,097,862.00	1,095,835.00	2,027.00
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